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By-White, William F.

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During a summer institute at the University of Georgia, 10 concepts of 144 teachers (120 females and 24 males) were assessed. This study examined the structure of the affect that teachers in six majority Negro school districts had on the teacher learning process. Twelve adjective pairs were used to measure each of the following ten concepts: (1) this summer's institute, (2) the economically deprived child, (3) myself, (4) a Negro teacher, (5) a white teacher, (6) Negro principals, (7) white principals, (8) other teachers, (9) a Negro child, and (10) a white child. Teachers' perceptions of four concepts shifted significantly over the tenure of the institute: (1) perceived initially as negative and worthless, the Negro teacher appeared to become more valuable, with a higher measure of personal worth; (2) attitude toward the summer institute improved; (3) teachers developed more independence in their attitudes and possessed more ego strength in resolving feelings about teaching in disadvantaged areas; and (4) at the conclusion of the institute, the concepts of the white child and the Negro child reflected the concern of Federal programs for deprived children, regardless of race. (DO)

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AFFECTIVE DIMENSIONS OF TEACHERS OF DISADVANTAGED CHILDREN IN SIX MAJORITY NEGRO SCHOOL DISTRICTS

William F. White, University of Georgia

In most of the experimental programs aimed at reversing the cumulative deficit effect among economically deprived children, little concern focuses on the characteristics of the teacher of the disadvantaged. Even more limited is the research directed toward teaching strategies of deprived children (Taba and Elkins, 1966; White, 1969). The present study was to examine the structure of affect that teachers in six majority Negro school districts bring to the teacher learning process. Although the data from the study of six districts can not be generalized to the 242 majority Negro school districts in the Southeast, there is no known reason why the data would not at least be representative of most of the area. The marked similarity of teaching strategies observed in communities that are predominantly deprived provides some evidence that the teacher attitudes about children, teachers, principals, and racial expectancies are also homogeneous.

Ten concepts of 144 teachers (120 females, 24 males) in the six districts were assessed by the semantic differential (Osgood, Suci, and Tannenbaum, 1957). Twelve adjective pairs used in prior research (Rentz, White, and Fears, 1968; White and Butler, 1968) were used to measure each of the ten concepts on a seven point scale. Concepts scaled by the group are stated below:

1. This summer's institute
2. The economically deprived child
3. Myself
4. A Negro teacher

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5. A white teacher
6. Negro principals
7. White principals
8. Other teachers
9. A Negro child
10. A white child.

Responses to the adjective pairs for all concepts were factor analyzed by the principal components solution with unities in the principal diagonal. Three components with eigenvalues greater than one and accounting for 61 percent of the total variance in the system, were rotated by Kaiser's (1958) normalized varimax routine. As commonly found in prior research, the three components of the semantic differential in this study were evaluation, potency, and activity. Mean factor scores were computed for every concept, permitting each concept to be located in a multidimensional semantic space (Rentz, 1969). The cluster of attitudes can be described by the relational pattern of these points in Euclidean space, and the distance between each concept and among clusters can be examined by a Euclidean D^2 function.

Figure 1 plots the ten concepts in semantic space of the evaluative and potency dimensions as perceived by the teachers at the beginning of the summer institute at the University of Georgia. Perhaps the best way to envision the constellation of attitudes is to think of the entire semantic space as the mirror of the attitudinal system of the 144 teachers in the institute. Each point on the plot represents the "feeling" between the teachers' perceptions of values, worth, and goodness (evaluation) and their concern for power and ability (potency).

Figure 2 contains the plots of the ten concepts in semantic space which were perceived at the conclusion of the institute.

Teachers' perception of four of the ten concepts shifted significantly from the beginning of the institute to its conclusion. Those concepts showing the greatest amount of change were The Summer Institute (1), A white child (10), A Negro child (9), and a Negro teacher (4). The remaining six concepts should not be viewed as rigid or less susceptible of change. It can merely be concluded that the six concepts were not reported to be different over the six week period.

The concept of the Negro teacher (4) was perceived initially to be a negative, worthless, almost valueless image with minimal social power. Significant change was observed in the image of the teacher at the conclusion of participation in the institute. The Negro teacher appeared to be more valuable and have a higher measure of personal worth, yet, the Negro teacher image continued to be characterized by low esteem in social status. There has been a great deal of discussion about the "disadvantaged teacher syndrome" indicating a poor self image, lack of scientific training, and the depressive feeling about the task of the deprived classroom. When a teacher is presented with 35-40 children who have inadequate speech models at home, who have minimal reinforcement for school achievement, and frequently come to school hungry and in need of medical and dental care, she becomes overwhelmed by the tremendous deficits and the small number of instruments and class materials to use for educational improvement.

In an environment in which children are consistently showing a cumulative deficit, teachers can easily lose hope, believing they cannot fulfill the sophisticated educational goals proposed for advantaged children. Teachers frequently adopt what has been called the self fulfilling prophecy. Teachers who are reinforced often enough for feeling that their deprived students are second-or third-rate students, will soon feel they, themselves, are also second-rate teachers and actually play the role of inferior type teachers.

The institute somehow brought about a change in this attitude. Perhaps the support by the institute staff for Negro teachers who would be willing to assume a leadership role in the improvement of education was well received by the Negro teachers. It may also be true that white teachers felt less threatened and identified professionally with the Negro teachers. No matter what the rationale for the changing image, the attitude toward the summer institute improved over the six week period.

The concept of <u>self</u> (3) provided some interesting inferences about ego centrality. The self image of the predominantly Negro teacher group had moved away from a position of security in solving their own problems toward a weak, low esteem position in their "feeling world." Frequently, in "normal" type populations, the concept of self is at the center of all other attitudes in semantic space. Clinically speaking, such a displacement of ego identity restricts independence, creative ability, and achievement striving, and brings about fear of the power structure, discontent, and a

concern for immediate gratification rather than a deferring of reward toward long range educational advantages. Emotional instability pushes the ego out of the center of a describable world of values, strengths, and activities. One can hypothesize that unless Negro teachers begin to place themselves in the center of their affective world, unless they perceive themselves as more important and powerful in decision making processes, the attitudinal world of such teachers will be unbalanced and ineffective. There is some evidence to support the statement that the summer institute caused teachers to feel more independent in their attitudes and possess more ego strength in resolving feelings about teaching in disadvantaged areas.

At the conclusion of the institute, the concepts of the white child (10) and the Negro child (9) reflected the concern of Federal programs for deprived children regardless of race. The Negro child appeared to be more able (higher Potency) and the white child concept was much more valuable (higher Evaluation) although less able than originally preceived. Both concepts of children appeared to be more homogeneous and to be described by similar needs. The economically deprived child (2) concept remained fixed in a position of relative weakness and need. Racial characteristics seemed to be sensitive to change, stimulated by participation in the institute. The deprived child was reported by the teachers to be threatening and desparate. Racial attitudes can change, but the frustrating image of the disadvantaged child awakens the need for Federal, State, and local support to reverse the cumulative deficit.

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FIGURE 1: Plots of Ten Concepts in Semantic Space
As Perceived at the Beginning of the Institute

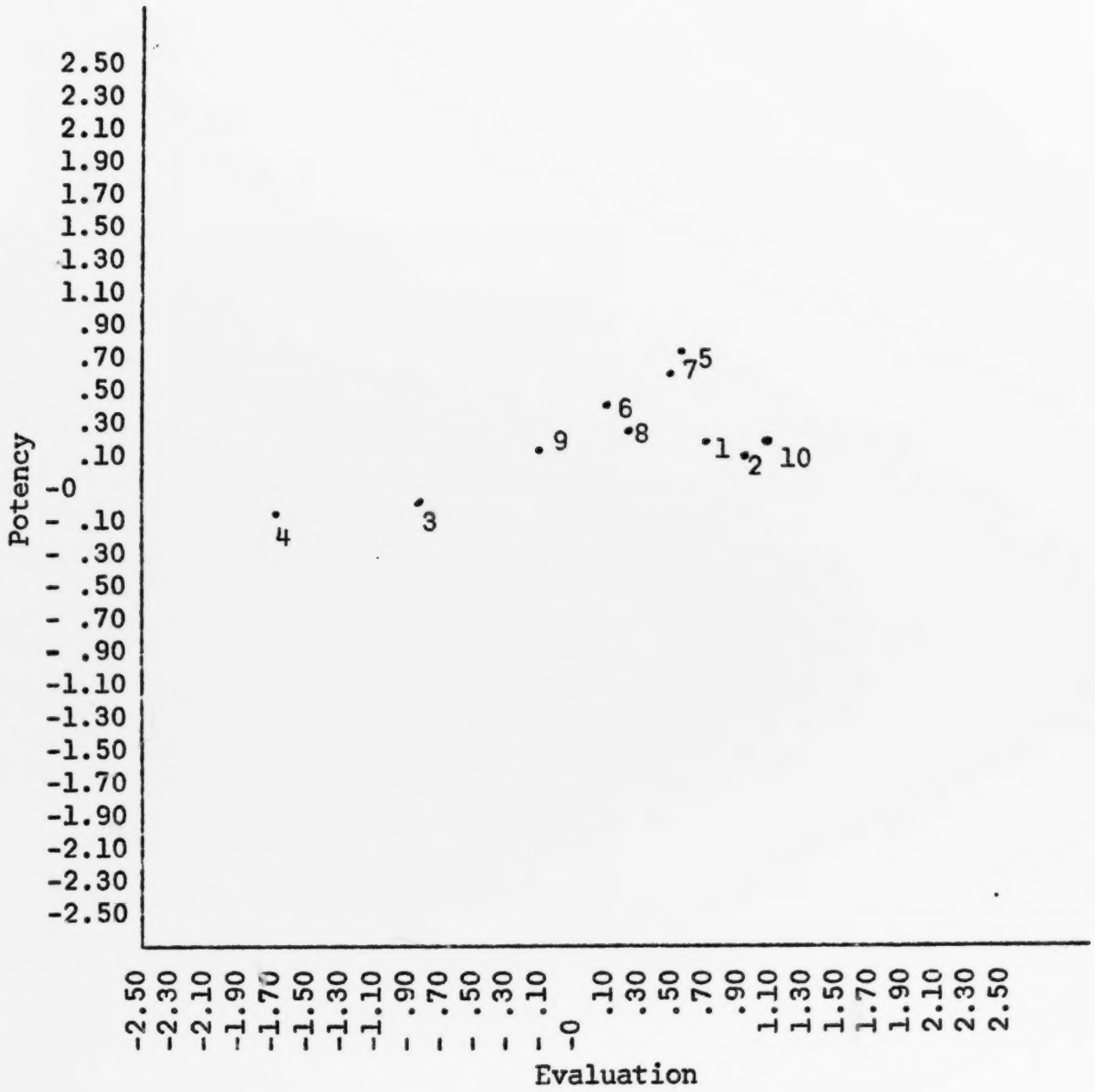
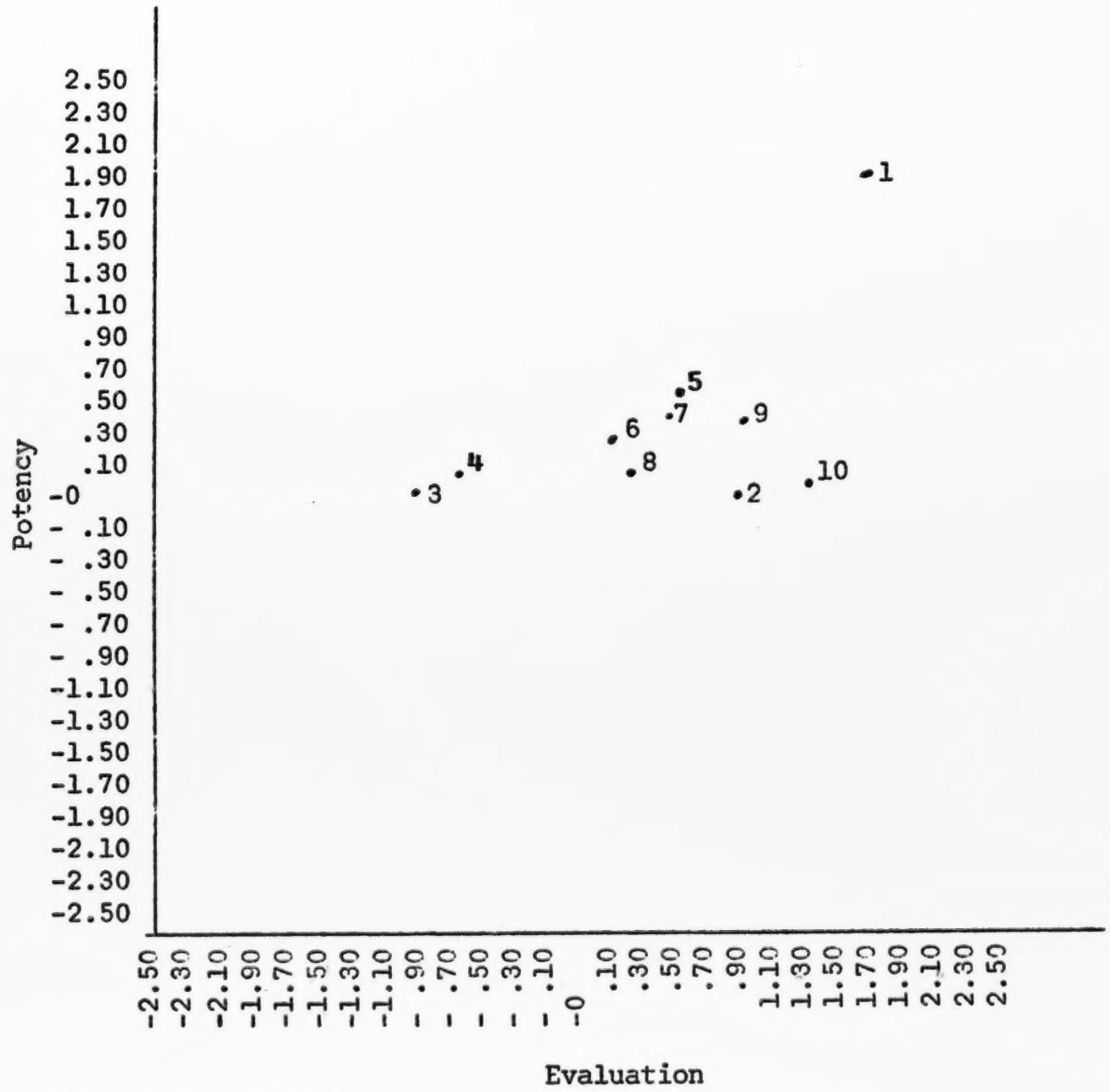


FIGURE 2: Plots of Ten Concepts in Semantic Space
As Perceived after the Institute



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